

THE FOODS GROUP – THEMATIC UNIT:

4 – Week Rotation:

Grades K- 5

Content Area: Art, Health, ELA, Science, Social Studies, Technology, Education, and associated Access Points

When to teach – First Quarter

CULMINATING ACTIVITIES:

- 1. Interactive Smartboard activity - The students sort the foods into the correct food groups, or cut and glue activity where the students sort the foods into the correct groups.**
- 2. Food Groups Portfolio – The students will draw pictures of different foods for the food groups or cut pictures out of magazines to glue into the portfolio.**

OVERVIEW:

The students in the autism cluster classrooms will use their cognitive and communication skills in a trans-disciplinary unit to understand the different food groups, which foods are healthier to eat, and how eating healthy impacts their lives. The students will work in small groups with prompting from the teachers in order to create a portfolio of food groups. The students will also participate in a Smartboard Activity or cut and glue activity that includes their pictures of the food groups to take home and share with their families. The use of food and food groups will be taught as a trans-disciplinary unit, integrated into math, writing, reading, communication, speaking and listening, science, health, and social studies.

RELEVANCE/REAL WORLD CONNECTION (DQ)

Use the variety of texts, media, replicas of food, and real food to help the students identify and make connections between themselves, the food they eat, and good choices about helps them to grow healthy and strong. We will include use of technological resources, hands-on activities, and information to be sent home to help students and their families make those connections and make better healthy choices about their eating habits.

ESSENTIAL QUESTION (EQ) Why do you need health education skills to develop healthy eating habits?

RUBRIC:

- 4 – Innovating, Above and Beyond the criteria
- 3 – Effective, met all the criteria
- 2 – Basic, completed the requirements but had some things needing corrections
- 1- Ineffective, did not complete

Criteria for a “3”

- Student demonstrated the ability to receptively or expressively identify the food groups taught each week and the foods in each food group with at least 80% accuracy.
- Student as accurately as possible, depending on their ability level, produced a portfolio that reflected the food group taught for that time period.
- Student produced a written product, at their learning level, that described the food group taught for that time period.
- Student assisted in constructing a portfolio that contained all of the food groups, written products, and additional information as a final project.
- Student participated in the Smartboard activity or cut and glue sorting activity and performed at least with 80% accuracy.

PERFORMANCE ASSESSMENT:

Your group will create a portfolio of the food groups and information about each of the food groups to take home and share with their families.

1. You will be introduced to the Food Groups and different examples of food in each of the groups.
2. Then you will associate the food from the food groups with information taught through a variety of literature and visual support introduced during the thematic unit.
3. You will identify healthy vs. unhealthy foods and taught how to make good choices in snacks and meals.
4. You will then make connections between the making good food choices and how those good choices will help you to grow strong and healthy.
5. You will then produce an art product reflecting the food or food group learned for that period.
6. You will produce a written product describing the food or food product learned for that period.
7. You will participate in an interactive Smartboard activity or a cut and glue activity in which you will sort the foods into the correct food groups.

FORMATIVE ASSESSMENTS/CHECK FOR UNDERSTANDING

Check List of Things To Do:

- Documented observation of the student using Expressive or Receptive responses to label the foods and food groups.
- Food Groups review/matching activity
- Practice drawing pictures of different types of foods from the food groups.
- Drawing final products to include in the Food Group portfolio.
- Generate a written draft describing the different foods from the food groups.
- Generate a final product describing the different foods from the food groups.
- Documented observation of student completing Smartboard sorting activity or cut and glue sorting activity.

ACTION PLAN FOR THE FOOD GROUP THEMATIC UNIT:

Sequence for Lessons to be taught for the Food Groups Unit

Days 1-5

Introduce the Food Groups and introduce the Fruits and Vegetables Group. Present additional texts and media that support and teach about fruits and vegetables. Prompt the student as needed.

1. Art: Draw or cut out pictures of fruits and vegetables to add to the Food Groups Portfolio.
2. Writing: Short narratives generated with prompting describing the fruits and vegetables group.
3. Science: Teach lessons discussing how fruits and vegetables grow.
4. Social Studies: Learn how to work cooperatively with peers and adults to learn about fruits and vegetables and create portfolios.
5. Math: Adding, Subtracting, Multiplying, or Dividing, depending on ability level.
6. Reading: Read non-fiction literacy and present different media sources discussing fruits and vegetables.
7. Health: Teach how incorporating fruits and vegetable in your diet helps you to grow strong and healthy.

Days 6-10

Introduce the Grains and Pasta group. Discuss types of food that are in this group. Introduce additional texts and media that discuss the Grain and Pasta group. Prompt the student as needed.

1. Art: Draw or cut out pictures of grains and pasta to add to the Food Groups Portfolio.
2. Writing: Short narratives generated with prompting describing the grains and pasta group.
3. Science: Teach lessons discussing how grains and pasta are made or grow.

4. Social Studies: Learn how to work cooperatively with peers and adults to learn about grains and pasta and create portfolios.
5. Math: Adding, Subtracting, Multiplying, or Dividing, depending on ability level, sort different foods by attributes, measuring activities to complete recipes.
6. Reading: Read non-fiction literacy and present different media sources discussing grains and pasta.
7. Health: Teach how incorporating grains and pasta in your diet helps you to grow strong and healthy.

Days 11-15

Introduce the Meat group. Discuss types of food that are in this group. Introduce additional texts and media that discuss the Meat group. Prompt the student as needed.

1. Art: Draw or cut out pictures of Meat to add to the Food Groups Portfolio.
2. Writing: Short narratives generated with prompting describing the Meat group.
3. Science: Teach lessons discussing where different meat come from.
4. Social Studies: Learn how to work cooperatively with peers and adults to learn about the meat group and create portfolios.
5. Math: Adding, Subtracting, Multiplying, or Dividing, depending on ability level, sort different foods by attributes, measuring activities to complete recipes.
6. Reading: Read non-fiction literacy and present different media sources discussing different meats.
7. Health: Teach how incorporating meat in your diet helps you to grow strong and healthy.

Days 15-20

Introduce the Meat group. Discuss types of food that are in this group. Introduce additional texts and media that discuss the Meat group. Prompt the student as needed.

1. Art: Draw or cut out pictures of Meat and Beans Group to add to the Food Groups Portfolio.
2. Writing: Short narratives generated with prompting describing the Meat and Beans Group.
3. Science: Teach lessons discussing where different Meat and Beans Group come from or how they grow.
4. Social Studies: Learn how to work cooperatively with peers and adults to learn about the Meat and Beans Group and create portfolios.

5. Math: Adding, Subtracting, Multiplying, or Dividing, depending on ability level, sort different foods by attributes, measuring activities to complete recipes.
6. Reading: Read non-fiction literacy and present different media sources discussing different Meat and Beans.
7. Health: Teach how incorporating meat in your diet helps you to grow strong and healthy.
8. Participate in Smartboard or cut and glue activity to assess the Student's knowledge of what foods belong to which group.

2nd - COMMON CORE STATE STANDARDS & NGSSS

VISUAL ARTS –

Benchmark - VA.2.O.2.1

- Use personal experience to convey meaning or purpose in creating artworks.

Benchmark - VA.2.S.2.2

- Follow sequential procedures focused on art production.

MATH

Operations and Algebraic Thinking *MACC.2.OA.1.1*

- **Represent and solve problems involving addition and subtraction**
- **Represent and solve problems involving multiplication**

Associated Access Points:

Independent

MA.2.A.6.In.a: Solve problems involving addition of the same number, such as 1+1 or 2+2 with sums to 10.

Supported

MA.2.A.6.Su.a: Solve problems involving combining sets with the same number of objects with sums to 4 using one-to-one correspondence and counting.

Participatory

MA.2.A.6.Pa.a: Solve simple problems involving joining sets of objects with the same quantity to 2.

ELA – READING

LACC.2.RL.1.1:

- ***Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.***

Associated Access Points:

Independent:

LA.2.1.7.In.c : Identify details in text, including but not limited to who, what, where, and when.

Supported:

LA.2.1.7.Su.b: Identify details (e.g., who, what) that relate to the author's purpose in read-aloud stories.

Participatory:

LA.2.1.7.Pa.c: Identify obvious differences between referent objects, pictures, or symbols used in routines.

LACC.2.RL.1.2:

- *Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.*

Independent

LA.2.1.7.In.d: Arrange pictures of events in sequence.

Supported

LA.2.1.7.Su.c: Identify details, including but not limited to who and what in familiar read-aloud stories

Participatory

LA.2.1.7.Pa.c: Identify obvious differences between referent objects, pictures, or symbols used in routines.

LACC.2.RL.1.3:

- *Describe how characters in a story respond to major events and challenges.*

Independent

LA.2.1.7.In.e: Identify similarities and differences between characters, settings, and actions in read-aloud stories and informational text.

Supported

LA.2.1.7.Su.d: Identify similarities in characters or actions in read-aloud stories.

Participatory

LA.2.1.7.Pa.d: Seek assistance to clarify the meaning of pictures, symbols, or words in daily classroom activities.

LACC.2.RL.3.7:

- *Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.*

Independent

LA.2.1.7.In.a: Preview text features (e.g., illustrations and title) and use prior knowledge to make predictions of content of text

Supported

LA.2.1.7.Su.a: Preview text features (e.g., illustrations) to make predictions about a story.

Participatory

LA.2.1.7.Pa.a: Respond to pictures of characters or objects in read-aloud stories.

ELA - VOCABULARY:

LA.2.1.6.1

- *The student will use new vocabulary that is introduced and taught directly;*

Independent

LA.2.1.6.In.a: Use new vocabulary that is introduced and taught directly.

Supported

LA.2.1.6.Su.a: Use new vocabulary that is introduced and taught directly.

Participatory

LA.2.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.

LA.2.1.6.4

- *The student will categorize key vocabulary and identify salient features;*

Independent

LA.2.1.6.In.d: Identify and sort pictures of common words into categories.

Supported

LA.2.1.6.Su.d: Sort objects into predetermined categories.

Participatory

LA.2.1.6.Pa.e: Match objects, gestures, or pictures to task in routines.

ELA - WRITING:

LACC.K.W.1.2:

- *Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.*

Independent

LA.2.3.2.In.a: Create a picture.

Supported

LA.2.3.2.Su.a: Create a picture.

Participatory

LA.2.3.2.Pa.a: Make an initial attempt to convey wants that needs to familiar persons, with prompting, using nonverbal expression, referent objects, gestures/signs, pictures, symbols, or words.

LACC.2.L.1.1:

- *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*

Independent

LA.2.5.2.In.c: Use sentences to express complete thoughts and respond to questions.

Supported

LA.2.5.2.Su.c: Respond to familiar greetings and questions in complete sentences.

Participatory

LA.2.5.2.Pa.b: Begin to use language and nonverbal expression for specific purposes (e.g., greetings, expressing, needs).

Independent

LA.2.3.4.In.a: Use left to right progression, spacing, and sequencing of words copied from dictation.

Supported

LA.2.3.4.Su.a: Use left to right progression of letters in words using a visual cue.\

Participatory

LA.2.3.4.Pa.a: Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.

LACC.2.L.1.2:

- *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Independent

LA.2.3.4.In.b: Use knowledge of letter/sound relationships to spell words with familiar sounds.

Supported

LA.2.3.4.Su.a: Use left to right progression of letters in words using a visual cue.

Participatory

LA.2.3.4.Pa.a: Adjust nonverbal expression, referent objects, gestures/signs, or voice with prompting as necessary to communicate wants and needs to familiar persons.

LACC.2.L.2.3:

- *Use knowledge of language and its conventions when writing, speaking, reading, or listening.*

Independent

LA.2.5.2.In.b: Use language appropriate for different occasions and topics.

Supported

LA.2.5.2.Su.b: Use language appropriate for familiar occasions and topics.

Participatory

LA.2.5.2.Pa.b: Begin to use language and nonverbal expression for specific purposes (e.g., greetings, expressing, needs).

SPEAKING AND LISTENING:

LACC.2.L.1.1:

- *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*

Independent

LA.2.5.2.In.c: Use sentences to express complete thoughts and respond to questions.

Supported

LA.2.5.2.Su.c: Respond to familiar greetings and questions in complete sentences.

Participatory

LA.2.5.2.Pa.b: Begin to use language and nonverbal expression for specific purposes (e.g., greetings, expressing, needs).

LACC.2.SL.1.2:

- *Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.*

Independent

LA.2.2.1.In.d: Contribute to a discussion connecting characters, setting, or events in read-aloud stories to life experiences.

Supported

LA.2.2.1.Su.c: Identify images in stories and poems that evoke feelings such as happiness or surprise.

Participatory

LA.2.2.1.Pa.b: Use non-verbal expression gestures/ signs, pictures, symbols, or words to respond to characters, objects, events, or actions from a familiar read-aloud story.

HEALTH EDUCATION:

Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

BENCHMARK CODE	BENCHMARK
HE.2.B.2.1	Demonstrate healthy ways to express needs, wants, and feelings.
HE.2.B.2.2	Apply listening skills that enhance health.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.2.B.2.In.a Use healthy ways to express needs, wants, and feelings, such as making food choices and following rules.</p> <p>HE.2.B.2.In.b Use listening skills that enhance health, such as following directions, making eye contact, and waiting your turn to speak.</p>	<p>HE.2.B.2.Su.a Use selected healthy ways to express needs and wants in the classroom, such as making food choices and following rules.</p> <p>HE.2.B.2.Su.b Use basic listening skills that enhance health, such as following directions, making eye contact, and waiting your turn to speak.</p>	<p>HE.2.B.2.Pa.a Communicate personal needs in the classroom, such as making food choices or following rules.</p> <p>HE.2.B.2.Pa.b Use a basic good listening skill that enhances health, such as focusing on the person speaking or not interrupting.</p>

Standard 3: Demonstrate the ability to use decision-making skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.2.B.3.1	Differentiate between situations when a health-related decision can be made individually or when assistance is needed.
HE.2.B.3.2	Name healthy options to health-related issues or problems.

Access Point for Students with Significant Cognitive Disabilities

<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
<p>HE.2.B.3.In.a Name situations when a health-related decision can be made individually or when assistance is needed, such as choosing child-appropriate media, engaging in physical activity, making food choices, and handling sharp objects.</p> <p>HE.2.B.3.In.b Identify healthy options to selected health-related issues or problems, such as using safety equipment, recognizing personal safety, cooperating and communicating with peers, and making food choices.</p>	<p>HE.2.B.3.Su.a Identify common situations when a health-related decision can be made individually or when personal assistance is required, such as choosing child-appropriate media, engaging in physical activity, making food choices, and handling sharp objects.</p> <p>HE.2.B.3.Su.b Recognize healthy options for selected health-related issues or problems, such as using safety equipment to avoid injury, cooperating and communicating with peers to work well together, and making food choices.</p>	<p>HE.2.B.3.Pa.a Indicate an awareness of health-related decisions, such as choosing child-appropriate media, engaging in physical activity, and making food choices.</p> <p>HE.2.B.3.Pa.b Recognize a healthy option for a selected problem or issue related to health, such as using safety equipment to avoid injury, communicating with others, and making healthy food choices.</p>

Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.

BENCHMARK CODE	BENCHMARK
HE.2.B.4.1	Establish a short-term personal health goal as a class and take action toward achieving the goal.
HE.2.B.4.2	Identify who can help and how they can assist in achieving a personal health goal.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
HE.2.B.4.In.a Identify a short-term personal health goal established by the class and take action toward achieving the goal, such as engaging in daily physical activity, eating more fruits and vegetables, washing hands, recognizing playground safety, using manners, interacting with peers appropriately, or becoming aware of tobacco.	HE.2.B.4.Su.a Recognize a short-term personal health goal established by the class and use healthy behaviors to achieve that goal, such as engaging in daily physical activity, eating more fruits and vegetables, washing hands, recognizing playground safety, using manners, interacting with peers appropriately, or becoming aware of tobacco.	HE.2.B.4.Pa.a Associate actions with a healthy behavior to reach a short-term personal health goal, such as engaging in daily physical activity, washing hands, or using manners.
HE.2.B.4.In.b Identify a person who can assist with setting and achieving a personal health goal, such as a family member, friend, teacher, therapist, or school nurse.	HE.2.B.4.Su.b Recognize a person who can assist with a personal health behavior (goal), such as a family member, friend, teacher, therapist, or school nurse.	HE.2.B.4.Pa.b Recognize a person who assists with personal health needs, such as a family member, teacher, therapist, or school nurse.

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

BENCHMARK CODE	BENCHMARK
HE.2.P.1.1	Demonstrate health behaviors to maintain or improve personal health.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
HE.2.P.1.In.a Demonstrate selected health behaviors that maintain or improve personal health, such as making healthy food choices, engaging in physical activity, being kind to others, following universal precautions, and practicing pedestrian safety.	HE.2.P.1.Su.a Demonstrate a selected health behavior to maintain or improve personal health, such as making healthy food choices, engaging in physical activity, being kind to others, following universal precautions, or practicing pedestrian safety. HE.2.P.1.Su.a Demonstrate a selected behavior that avoids or reduces health risks at school, such as washing hands, keeping personal space clean, or obeying pedestrian and weather safety rules.	HE.2.P.1.Pa.a Perform a guided personal health behavior, such as washing hands. HE.2.P.1.Pa.b Demonstrate a selected behavior that avoids a health risk.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

BENCHMARK CODE	BENCHMARK
HE.2.P.2.1	Support peers when making positive health choices.

Access Point for Students with Significant Cognitive Disabilities

Independent	Supported	Participatory
HE.2.P.2.In.b Cooperate with peers when making positive health choices, such as using a buddy system, helping others recognize trusted adults as a resource, and encouraging others to take turns.	HE.2.P.2.Su.b Praise peers when making positive health choices, such as using a buddy system, helping others recognize trusted adults as a resource, and encouraging others to take turns.	HE.2.P.2.Pa.c Help others make a positive health choice in a selected situation, such as playing outside, using tissues, or washing hands.

SCIENCE:

SC.2.L.16.1	Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.
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<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SC.2.L.16.In.a Observe and recognize the major stages in the life cycles of plants and animals.	SC.2.L.16.Su.a Observe and recognize the sequence of stages in the life cycles of common animals.	SC.2.L.16.Pa.a Recognize that offspring can be matched with their parents, such as a human baby with adult humans and a puppy with dogs.
SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.		
<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts		
SC.2.L.17.2	Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.	
<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts		
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SC.2.L.17.In.a Identify the basic needs of living things, including water, food, and air.	SC.2.L.17.Su.a Recognize that living things have basic needs, including water and food.	SC.2.L.17.Pa.a Recognize that animals need water.
SC.2.L.17.In.b Recognize that many different kinds of living things are found in different habitats.	SC.2.L.17.Su.b Recognize that many kinds of living things are found in the environment.	SC.2.L.17.Pa.b Recognize common living things in the immediate environment.

SOCIAL STUDIES:

Standard 1: Foundations of Government, Law, and the American Political System		
BENCHMARK CODE	BENCHMARK	
SS.2.C.1.1	Explain why people form governments.	
Access Point for Students with Significant Cognitive Disabilities		
<i>Independent</i>	<i>Supported</i>	<i>Participatory</i>
SS.2.C.1.In.a Recognize the purpose of rules and laws (government) in the home, school, and community, such as to promote safety, order, and good citizenship.	SS.2.C.1.Su.a Recognize the purpose of rules and laws in the home and school, such as to promote safety, order, and good citizenship.	SS.2.C.1.Pa.a Recognize rules in the classroom, such as cooperating and respecting personal space.